A Corpus Based Study of Citation Practices and Reporting Verbal Forms in Pakistani English Social Sciences Research Articles

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Abstract

An individual's research is of no use unless and until it is put on the paper for the curious eyes and the critical minds. But to make a study persuasive and to put it in a context, one needs to have an integration of one's ideas with the previously conducted studies. Such integration of ideas helps the researchers to strengthen their point of view. For citation purpose, the use of reporting verbs carries different meanings and functions with it. The current paper is a corpus-based study, conducted to compile a corpus of literature review sections of Pakistani English research articles to explore the citation practices with a focus on different forms and functions of Reporting verbs as used in these sections. Using AntConc (3.2.1) and Sketch engine concordance program, a corpus of 157,997 words was searched to find different forms of Reporting verbs followed by a discussion of evaluative functions attached to these RVs. A total number of 65 Reporting verbs were identified used for 781 times occurring in different patterns. The evaluative functions attached to the RVs show the writers' approval of the previous works. The absence of critical and counter-factive verbs shows that the writers did not criticize and synthesize the previous works. Only a few examples with the use of adverbials and few counter verbs show a critical stance of the writers. The study lays stress on the importance of the teaching and learning of Reporting verbs to master effective citation practices.

Keywords: cognition acts, discourse acts, evaluative functions, integral citations, reporting verbs, research acts

Abbreviations: CAs (Cognition acts), DAs (discourse acts), LR (Literature reviews), PakE (Pakistani English), RVs (reporting verbs), RAs (research acts)

1. Introduction

Writing publishable research articles is a unique experience of its own that requires a particular style of writing. As Cullip and Carrol (2002) declare it 'a daunting task' which 'may give a traumatic experience for most of the students.' Manan and Noor (2014) rightly assert that the non-speaking English scholars must be skillful in English writing to be successful in their field. Academic writing like research papers must be embedded in the work previously done related to a particular subject. This reference to other sources by the authors is known as citation which refers to the claims and works of other authors to support their presented claims.

Hyland (2014) considers reference to prior research a defining feature of the academic research article. According to him, even the most original paper integrates and represents ideas, concepts, findings, and theories from other sources. Citation with the communicative purpose of referring to the work of others carries with it syntactic, semantic, and pragmatic variations (Jalilifar, 2012). White (2004) has also laid importance on the utilization of this reference to the ideas of others by maintaining that these references help the writers to present their study persuasively. Hyland (2002) considers such citations an important element in the knowledge construction. According to Swales (1990), the citations that include the name of the author in the sentence are called integral citations while those with the name of the author outside the sentence are called non integral ones.

Citation is generally understood to be a technique to refer to the work of others but it may also carry a writer's voice and his judgment as well. Talking about the importance of the writer's choice of words, Berkenkotter and Huckin (1995) aptly say, 'You are what you cite'. Reporting the work of others is not a simple process but it establishes the credibility of the reported claims. (Bloch, 2010; Thomas & Hawes, 1994; Hyland, 1999, 2002; Thompson & Yiyun, 1991). But mastering the use of these verbs is not an easy task especially for non-native English writers who according to Bloch (2010, p. 221) always find it problematic in choosing the reporting verbs that can "satisfy both the syntactic requirements of their sentences and … to express their attitudes towards the claims".

Citation with use of different RVs adds authenticity to any academic text and this evidentiality is a key feature of any research article. Different researches have been conducted to analyze this evidentiality from various perspectives. However, less work has been done on the academic writing of the non-native varieties of English language. Some, if done, are limited to the comparative study of native and non-native varieties of this language with a focus on different categories of these RV. The evaluative function of these reporting evidentials from a non-native perspective is less researched and it is hard to find much research done in Pakistani context related to these verbs particularly in the field of social sciences. The present corpus-based study is aimed to fill this gap with the following questions:

1. In what different lexicogrammatical forms do the reporting verbs as reporting evidentials appear in the Literature Review sections of the PakE social sciences research articles?

2. What is the evaluative function of these reporting verbs in the Literature Review sections of the PakE social sciences research articles?

This paper utilizes a corpus of literature review sections of PakE research articles with a focus on the usage of Reporting verbs, by extracting these verbs using AntConc (3.2.1) and Sketch engine concordance program. Once the Reporting verbs with their frequency were extracted, the researchers then analyzed these into different categories number and percentage wise which was followed by a discussion on the evaluative functions of these forms.

2. Theoretical Framework

Reporting verbs have been categorized differently by different researchers and the subjective evaluation attached to these reporting evidential has been admitted by almost all of those who did ground breaking studies of reporting verbs. Thompson and Yiyun (1991) divide

RVs into three categories: First, the textual verbs that show the writer's stance towards the cited work; second, the mental verbs that show the cited author's stance; and third, the research verbs used to show the writer's interpretation of the cited author's discourse. Hyland (1999) proposed same division as given by Thompson and Yiyun (1991) but he gave new names to their "textual" and "mental" categories as "discourse" and "cognition" respectively. Hyland's (2002) revised classification of reporting verbs includes a subset of evaluative options referring to the reporting writer's evaluative judgments. His insightful scheme of options can be seen in Figure 1 as under:
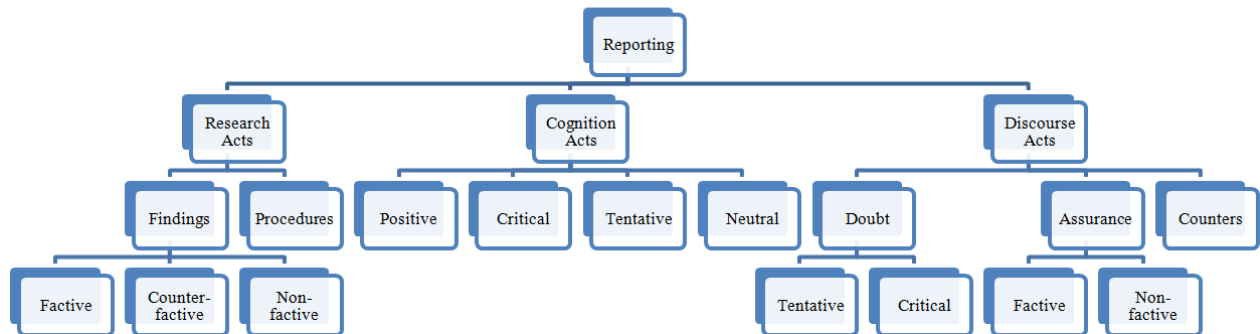

Figure 1: Categories of reporting verbs in showing Activity and Evaluation (Hyland, 2002, p. 119)

Research Acts allow the writers to comment upon the reported information. These are further divided into Findings and procedures categories. Cognition Acts highlight the cited authors' attitude towards their work. This other author's attitude can be reported in four different ways by using cognitive verbs, critical verbs, tentative verbs and neutral verbs. Discourse verbs convey the writer's evaluation of the cited work by either taking responsibility to convey certainty or uncertainty of the reported claims; or attributing the reservation to the cited author to avoid any type of responsibility.

The present study utilizes this framework by Hyland (2002) to categorize the RVs found in the corpus of the literature review sections of Pakistani research articles. The aim of this study is to analyze the citation practices by identifying the reporting verbs and their evaluative function, and trace their usages in the articles in order to help non-native students to improve their academic writing.

3. Research Methodology

In past, different studies have been conducted with a focus on the use of reporting verbs as used in academic writings like research papers, assignments and theses. Jalilifar (2012) while doing a comparative study of citation forms found in the introduction sections of Iranian masters' theses and international research articles found that these forms were more frequently used in theses than the research articles. Another study with a focus on use of reporting verbs in Master's theses was conducted by Manan and Noor (2014). The findings of the their study showed that the

students mostly used research act category reporting verbs. Our paper focuses upon the use of RVs in literature review sections of Pakistani English research articles using Hyland's (2002) framework as a guideline in analysis of the corpus.

3.1. Design of the Study

The researchers use a mixed method approach with an aim to extract the lists of different kinds of RVs with their frequency. This quantitative analysis will be followed by a qualitative analysis where the evaluative functions of these RVs will be judged for the better development of academic writing.

3.2. Population and Sampling Technique

The population of the present study is Pakistani English research articles published in Higher Education Commission (HEC) recognized research journals. As this population is too large so the researchers have used purposive non- probability sampling technique.

3.3. The Corpus Compilation

The corpus for the present study consisted of 142 literature review sections taken from research articles published in HEC recognized selected research journals. All the articles were downloaded from the websites of the research journals as given in the list provided by HEC, Pakistan. The articles published only during 2015-2017 were utilized for the research purpose. The articles with literature review sections were chosen to fulfill the purpose of the study because reporting verbs are mostly used in this section. Then, all the other sections of the papers were removed and word files were compiled for each article with the literature review section. These word files were then converted into .txt files to be run in AntConc (3.2.1) and sketch engine software to check the citation types and the verbal forms of the reporting verbs in the corpus.

3.4. Corpus Size

The articles selected for the present study were related to two disciplines that is English and Economics. The researchers selected 73 articles written by Pakistani writers from the field of English language and literature and 69 articles written by the authors belonging to the discipline of Economics. Table 1 shows the size of the corpus.

Table 1: Size of Corpus

Disciplines	Corpus size (in words)	Number of Articles
English	78,559	73
Economics	79,238	69
Total	157,797	142

3.5. Analysis of Corpus

The corpus was initially searched using AntConc (3.2.1) software to locate the citation practices and the verbal forms of RVs. As this software doesn't allow automatic part-of-speech

(POS) tagging of the data so the symbols like ")" and "*" were used to see citation patterns with RVs. This search provided the researchers with a rough idea about some verbal forms with integral citations in the corpus. The ideas got through it were used to develop an authenticated and refined list of verbal patterns through sketch engine software. As this software provides with an automatic tagging function with English Tree Tagger POS Tagset so it was an authentic way to formulate different tags to search different formations. Once these tags were set, the researchers tried these tags one by one in the Corpus Query Language (CQL) query of the concordance program of the Sketch Engine. The patterns for which examples were validated from the data were retained and more examples were collected through this program. The study focused on those integral citations where the source of information for the cited information was followed by a reporting verb. Such citations are called by Petrić (2007) as the citations with a controlling verb. This software- based search was followed by manual checking as the examples for each tag were to be scrutinized to keep only relevant examples. For example, the tag [tag= ")"] [tag= "VV"] was set to see integral citations with author + year patterned instances like *"Horwitz et al., (1986)* **exclaim** *that stress or fear is the consequences of tests or evaluative circumstances."*But the concordance list provided the instances like *"...regarding a particular foreign or second language (Arabic in the writer's context)* **affect** *students' attitude and motivation."* as well. So manual checking of the produced list was done to utilize only relevant data for the study. After getting the number of examples of different patterns, the researchers analyzed these into different categories number and percentage- wise followed by a discussion on the evaluative functions of these forms.

4. Results and Discussion

The present study focused on the Pakistani writers' use of integral citation convention. In example (1), (author + year) pattern as *'Milligan and Bohara (2007)'* is an evidential form that tells that the information followed by this evidential comes from Milligan and Bohara.

1) *"Milligan and Bohara (2007) conclude that migration has a positive impact on child welfare…"*

The researchers set following formula as given in Table 2 to search all the patterns of such integral citations:

Table 2: Formulae for Citation Pattern

Realization forms	Lexicogrammatical realization	Formulae
Author/date	(Author+ year) integral citations	[tag= ")"] [tag= "VV"]

4.1. Known Integral Citations and Verbal Forms

Integral citations with a use of reporting verbs maintain a relation between cited sources and the readers. The study focuses on integral citations which are used to cite known human sources designated as specific through the presence of author's name and year. Table 3 presents a summary of the identified verbal types showing their Lexicogrammatical forms with a tag set devised for each to search the corpus:

Table 3: Lexicogrammatical forms of Verbal Types for Known Integral Citations

S. No.	Lexicogrammatical forms of Verbal Types	Formulae
4.1.1	(Author+year)/verb structure	a) [tag=")"] [tag="VV"]
		b) [tag=")"] [tag="VVD"]
		c) [tag=")"] [tag="VVG"]
		d) [tag=")"] [tag="VVP"]
		e) [tag=")"] [tag="VVZ"]
4.1.2.	(Author+year)/verb/that structure	a) [tag="NP"][tag=")"][tag="VV"][tag="IN/that"]
		b) [tag="NP"][tag=")"][tag="VVD"][tag="IN/that"]
		c) [tag="NP"][tag=")"][tag="VVZ"][tag="IN/that"]
4.1.3	(Author+year)/verb structure with adverbial (that structure)	a) [tag= ")"] [tag= "RB"] [tag="VV"]
		b) [tag= ")"] [tag= "RB"] [tag="VVD"]
		c) [tag= ")"] [tag= "RB"] [tag="VVD"] [tag="IN/that"]
		d) [tag= ")"] [tag= "RB"] [tag="VVZ"]
		e) [tag= ")"] [tag= "RB"] [tag="VVZ"][tag="IN/that"]
4.1.4	As structure	a) [tag="IN"][tag= "VVN"] [tag= "IN"]
4.1.5	It structure	a) [tag="PP"] [tag="VBZ"] [tag="VVN"] [tag="IN"]
		b) [tag="PP"] [tag="VBD"] [tag="VVN"] [tag="IN"]

4.1.1. (Author+Year)/Verb Structure

The first pattern of verbal forms to cite integral sources of information was the most prominent way where the (author+year) construction was followed by verb structure. The corpus was searched to find all the occurrences of this pattern with all the six forms of non-modal verbs (VV). Following discussion deals with these patterns one by one where only selected examples are discussed due to lack of time and space.

a. (Author+Year)/Base form (VV)

Example (2) from the data shows this pattern where "Scales and Rhee", the names of the authors appear first followed by year in parentheses. The VV 'consider' is used to report on the information provided by these authors.

2) *Scales and Rhee (2001) consider reading habits as how frequently, how much and what printed texts the participants read."*

The VV form with known integral citations was noted to appearing for 91 times in the corpus which is a total 14% of the total occurrences. The most frequent reporting verb used as VV was 'examine' which appeared for 19 times in the corpus. The second most frequent word was 'find' which was used for a total number of 12 times to refer to human known sources. Some other RVs used in VV form were: *use, conclude, define, emphasize, exclaim and reject.*

b. (Author+Year)/Past Tense Form (VVD)

The second pattern with VVD form appeared for 280 times in the corpus which made up a total 42% of the total occurrences of the RVs for this pattern. This pattern appeared in initial and middle position of a sentence both as shown in examples (3) and (4) respectively. In case of example (4) the VVD 'drew" refers to the 'study' which is conducted by '*Jahangard et al., (2014)'.*Thus the author makes his reference' study' authenticated by giving its human source.

3) *"Andrade (1989) explained that as the language travels through the culture and affects the thinking of individuals,…"*

4) *"The recent study conducted by Jahangard et al., (2014) drew a comparison in conclusion sections of …"*

The most frequent RV that appeared in VVD form in this structure was 'find' which occurred for 43 times in the corpus while 'observe' was the second most frequent RV with an occurrence of 24 times. Other notable RV with VVD form were: *examine, argue, use, investigate and conduct.*

c. (Author+Year)/Present Participle Form (VVG)

In example (5) the VVG comments upon the nature of the activity of the cited researchers as 'How did they do?"and the answer comes that they did it by 'using' certain techniques given immediately next to this VVG.

5) *"Anjum and Nishat (2005) using cointegration and error correction techniques for analysis purpose,.."*

Only 7 occurrences of RVs in this form were noted which was only 1% of the total occurrences of RVs. The Verb 'use' appeared in six different examples with this pattern. The verb 'discuss' appeared for only one time in the whole corpus in this pattern.

d. (Author+Year)/Non-3rd Person Present Form (VVP)

This pattern appeared for 128 times which made 19% of the total RVs. It is noted to appear with VVP where the cited authors are more than one and the author refers to them with present tense as in example (6) the names of two authors joined with 'and' take 'agree' which is in present form.

6) Crush and Frayne (2007) *agree* , pointing to the positive role of migration in economic development.

The RV 'argue' was found to be the most frequent verb in this category with an occurrence of 28 times. The second most frequent RV was 'find' which appeared for 26 times in the corpus. Other verbs that appeared in VVP form were: *suggest, show, observe, note and believe.*

e. (Author+Year)/3rd Person Present Form (VVZ)

This pattern appeared where the cited source was singular and the writer reported the information in present tense. As in example (7), 'Mahmood" , a singular author, takes VVZ ' analyzes' with it.

7) *"Mahmood (2004) analyzes the comparative advantage of Pakistan's nonagriculture sector to determine…"*

This pattern was found to be the second most frequent pattern in the corpus with 156 occurrences that was 23% of the total occurrences of the RVs. The RV 'argue' was the most frequent verb with 36 occurrences while the second most frequent verb was ' find' which appeared for 19 times in VVZ form of the verb. Table 4 presents a statistical comparative over view of the total occurrences of RVs with all the five forms used with integral citations in the corpus.

Table 4: Known integral citations & RVs: (author+year)/verb structure

Citation type	Verbal forms with (Author+year)	(Author +year)/ VV	(Author +year)/ VVD	(Author +year)/ VVG	(Author +year)/ VVP	(Author +year)/ VVZ	Total
Integral Known	Occurrences of verbs	91	280	7	128	156	662
	% of total	14%	42%	1%	19%	24%	100%

4.1.2.   (Author+Year)/Verb that-structure

The present study has come up with three patterns of this verbal form. The tag sets as given in Table 3 were devised for this pattern to search the corpus with or without an 'NP tag' in initial position of the sentence.

a. (Author+Year)/Base Form (VV)/that structure

The PakE research article writers while quoting more than one authors, are noted to use base form of the verb followed by that clause which gives the details of the information in present tense. In example (8), 'Kanten et al.' is a plural citation source which is taking 'report' with it. Then the 'that clause' provides the proposition of the cited authors.

8) *Kanten et al. (2015) report that learning is not necessarily outcome of organic structures, but of mechanistic also.*

This VV pattern appeared for 6 times only where 'Find' (5 times) and 'report' (1 time) were the only two reporting verbs noted to be appearing with their VV form taking a 'that clause'.

b. (Author+Year)/Past Tense Form (VVD)/that structure

RVs in this VVD form appeared for 65 times which comprised a total 83% of the total RVs .The findings show that both singular and plural cited sources take VVD form followed by 'that clause' as seen in examples (9) and (10) respectively.

9) *"Nunan (2003) stated that teaching is all about interaction as taking place in the real world that requires the use of multiple skills."*

10) *"Warwick and Reimers (1991) reported that the teachers with or without pre-service certification showed almost the same results.."*

The most frequent RV used in this pattern by the writers is 'find' which appeared for 23 times in the corpus while 'observe ' was the second most frequent verb with a total occurrence of 13 times. Other RVs appeared in this pattern were: *conclude, argue, describe, and state*.

c. (Author+Year)/3rd Person Present Form (VVZ)/that structure

Example (11) shows this pattern where the cited source is a specific human named as 'Chen' which is a singular proper name so it takes 'elaborates' that is third person singular form of present tense.

11) "Chen, (2003) *elaborates that* even communicative language teaching is considered a successful method, …"

'Argue' and 'suggest' were the only two verbs (appearing for 5 and 2 times respectively) used in this pattern to cite particular human sources.

Table 5 presents a statistical comparative over view of all the discussed three patterns of (Author+year)/Verb that structure:

Table 5: Known integral citations & RVs: (author+ year)/verb/ that structure

Citation type	Verbal forms with (Author+ year)/that structure	(Author+ year)/VV/that structure	(Author+ year)/VVD/ that structure	(Author+ year)/VVZ/ that structure	Total
Integral Known	Occurrences of verbs	6	65	7	78
	% of total	8%	83%	9%	100%

4.1.3. (Author+Year)/Verb/Adverbial structure/(that structure)

Though, few examples were found for this pattern, yet it was very important to bring this pattern to highlight as it provides the writers with a space to comment on the RVs. The examples found in this corpus were an instance of the writers' strategy to agree with the reported information. Following five patterns with different forms of the verb were collected to be discussed.

a. (Author+Year)/Base Form (VV)/Adverbial Structure

Only four examples were found taking two adverbs 'Also' (with two RVs i.e. 'document' and 'reach') and 'empirically' (with 'test' and 'investigate'). The 'empirically+ VV' pattern is adopted by the writers to comment on the nature of the work done by the cited authors as in example (12).

12) *"Hunjra et al. (2013) empirically investigate the impact of macroeconomic variables ..."*

The 'also+ VV' pattern brings coherence in the text as it gives the readers a hint at how the same information has been provided in the preceding discussion with reference to the other sources. See example (13).

13) *"Qureshi, Akhtar and Imdadullah (2012) also document a negative relationship between ..."*

b. (Author+Year)/Past Tense Form (VVD)/Adverbial Structure

This pattern occurred more frequently as out of total 33 examples, 12 examples were found for this category. This was a 37% of the total examples. Nine examples were found to be occurring with the adverb 'also', two with 'empirically' and one with 'theoretically'. Examples (14 & 15) show these adverbial patterns.

14) Borokhovich, Brunarski, Crutchley & Simkins (2004) *also reported* a significant and positive consequence of derivative usage and debt on each other.

15) *In two seminal papers, La Porta, et al. (1997, 1998) empirically analysed a large cross-section of data ....*

c. (Author+Year)/Past Tense Form (VVD)/Adverbial Structure/that structure

The past form with adverbial structure is also noted to be in use with 'that clause'. The adverb 'theoretically' in example (16) helps the writer to comment on the way the source author explored a particular environment.

16) *Al'Abri (2011) theoretically explored that how the environment of education policy is reformed and affected by globalization in developing country.*

d. (Author+Year)/3rd Person Present Form (VVZ)/Adverbial Structure

Seven examples of RVs for this pattern were found which took four adverbials 'also', 'empirically', 'clearly' and 'strongly' with them. The RVs 'focus', 'state', support', identify' took the adverb 'also' with them, while the RV 'test' took 'empirically' with it and the RV ' mention' was noted to be used with the adverb 'clearly' as its pre modifier. The adverb 'strongly' was used with the verb 'criticize'. The examples of 'also+ VVZ" and "empirically + VVZ" are given in (17) and (18) respectively.

17) *Dua (1996) also states the same idea when argues that the choice of English by these parents is clearly related to socioeconomic and political processes,..*

18) *Cunat (2001) empirically tests for FPE across a sample of 114 countries by constructing a single-lens condition..*

e. (Author+Year)/3rd Person Present Form (VVZ)/Adverbial/that structure

The adverb 'also' appeared with reporting verbs like 'suggest", 'argue', 'state' and 'reveal'. Example (19) is important to see as here the writer not only comments on the cited source's view but at the same time the writer gives his own judgment on the cited view.

19) *Siddiqui (2016) rightly views that language policies have originated from the short-term political interests of the leaders.*

The corpus has shown that the Pakistani English writers in almost all the cases show agreement with the cited information. As in example (20) the adverb 'correctly' used with the verb 'states' is an overt evaluative evidential that shows not only the writer's regard for others opinion but also his own point of view.

20) *Bot (1996) correctly states that knowing a problem is not solving it, but this knowledge can help to increase the attention…"*

Table 6 presents the total number of adverbs found in the corpus and the number of times each appeared with (Author+ year)/verb that structure. The adverb 'also' has been noted to be the most frequent adverb with a number of 21 occurrences which is a 64% of the total occurrences. 'Empirically' is the second most frequent adverb with 15% of the occurrences.

Table 6: Adverbs with (Author+year)/verb that structure

S. No.	Adverbs	Number of Occurrences	% wise occurrences
1.	Also	21	64%
2.	Empirically	5	15%
3.	Theoretically	2	6%
4.	Strongly	2	6%
5.	Clearly	1	3%
6.	Correctly	1	3%
7.	Rightly	1	3%
	Total occurrences	**33**	**100%**

Table 7 shows that the RVs appeared for 33 time with these adverb structure where the VVD form (without 'that structure') was the most frequent form which appeared for 13 times, thus, constituting a 37% of total occurrences.

Table 7: Frequency of RVs occurring with verb/ Adverbial structure (that structure)

Verbal forms with (Author+ year)/Adverbial (that structure)	(Author+ year)/VV/ Adverbial	(Author+ year)/VVD/ Adverbial	(Author+ year)/VVD/ Adverbial/that structure	(Author+ year)/VVZ/ Adverbial structure	(Author+ year)/VVZ/ Adverbial/that structure	Total
Occurrences of verbs	4	12	3	7	7	33
% of total	12%	37%	9%	21%	21%	100%

4.1.4. As Structure [as+verb+by+(author+year)]

The fourth verbal form used as reporting evidential is "as verb(ed) structure". This pattern was searched through a tag where 'IN' i.e. preposition tag was used to the left and right side of the VV forms as given in the tag "[tag="IN"] [tag= "VVN"] [tag= "IN"]".

This pattern was found to be in use with only past participle form of the verb. To find out the forms referring to human source only, the examples with "As+ VVN+ by" followed by (author+ year) pattern were searched for. Only five examples (21-25) were found in the corpus for this pattern. This verbal formation is noted to allow the writers to use human citations with a flexibility of its position. Examples (22) and (23) take this verbal form in the initial position of the sentences, examples (21 & 25) take this form at the final position; and example (24) is an instance with this pattern appearing in the middle of the sentence. In all these cases the RVs used to refer to the reported authors carry an evaluative value as well.

21) *According to Stockwell (n.d), it has been most applicable approach for literary texts as supported by Spitzer (1948).*

22) *As described by Odisho (2005) "English has a system that tolerates a wide variety of vowels ranging from…*

23) *As remarked by Galindo (2001, p. 16) If institutions are inadequate it is likely that the benefits that the other parties have to gain from reneging on the debt contract c*

24) *A negative impact of financial development is also found in literature as suggested by Keynes (1936) and…*

25) *…that language learners' attitudes have significant implications in second/foreign language learning process …as propagated by Gardner & Lambert (1972)."*

This use of 'as structure' can be treated as a kind of textual meta-discourse through which the writers are trying to maintain a relation with the readers by guiding them how to follow the presented information.

4.1.5.   It Structure/Past Participle Form of Verb

The last verbal form associated with the known human citations is "It structure". This structure is generally associated to be used when the writers want to generalize some idea without citing the clear source of it. But the study has found rare examples of this pattern where it is used with authentic sources of the information. The following two patterns were found in the corpus under study using tags given in Table 3:

a. It Structure – Verb be, present form/verb past participle

This pattern utilizes the 'be form' (VBZ) with 'it construction'. Only one example, example (26) was found for this pattern where 'the *relation between them' replaced* "it" position and this construction was utilized to comment upon the statement preceding this verbal form with author name.

26) *Stylistics is a contemporary field, linked with literary criticism; relation between them is well-elaborated by Burke (2014).*

b. It structure – Verb be, past form/verb past participle

Only two examples were found falling under this category with a use of VBD form. In example (27) the source author is cited immediately after this 'it structure' with the help of 'by' but the year is mentioned in the next sentence. This pattern is used to authenticate the text coming from an authentic source. It also lays stress on the need to see both the context and cotext to reach at the exact cited source.

27) *"However, it was found by Anderson that those readers who used [.....]. Anderson (1991) concluded that…"*

The second example for this pattern (example 28), shows this "it pattern" used in the initial part of the sentence while the source of information comes later followed by another reporting verb 'conducted' .This 'it structure' and the citation of source information with a reporting verb is intervened by 'in research studies' which again is used to make relevant addition to the reported information.

28) *"Earlier, it was reported in research studies conducted by Onwueguzie, Bailey and Daley (1997) that on university campuses…"*

This 'it is/was verb(ed) structure' appears to make the source of information more prominent where the reporting verbs tell about the activity of the cited author that whether he reported something plainly (example 28) or he found some new aspect related to a phenomenon as in example 27.

4.2. Evaluative Functions of Reported Verbs

Reporting verbs not only help the writers to show the source of information but these also allow the writers to present their subjective evaluation towards the cited authors or the reported

information. Hyland (1999) opines that reporting verbs not only exhibit the writer's commitment to the cited information but these also demonstrate the writer's personal stance towards the cited authors. For the purpose, the use of reporting verbs is the best way to express the writers' stance and attitude towards the cited writers' claims. By using a particular reporting verb the writer may show his/her responsibility towards the statement made (Charles, 2006).The present section divides these identified RVs used for known sources into different groups under different evaluative categories as given by Hyland (2012). Table 8 presents a statistical overview of the occurrences of RVs in the corpus under different categories based on the evaluative attributes attached to these. The RVs for Discourse Acts category appeared in the corpus with the highest percentage of 56 %.The research acts category RVs has the second highest percentage, which is 40 %. The cognition acts showed the lowest percentage which is only 4 % of the total RVs.

Table 8: Categories of RVs for known sources according to evaluative functions

Citation	RVs	Categories of RVs with total occurrences					
Integral citations for known sources	Total RVs 781[100%]	Research Acts	313[40%]			Factive	47[6%]
				Finding	246[31%]	Non-factive	199[25%]
						Counter-Factive	0[0%]
				Procedure	67[9%]	----------------	
		Cognition Acts	30[4%]	Positive	1[0.12%]		
				Critical	0[0%]		
				Tentative	25[3%]		
				Neutral	4[0.51%]		
		Discourse Acts	438[56%]	Doubt	46[6%]	Tentative	46[6%]
						Critical	0[0%]
				Assurance	376[48%]	Factive	141[18%]
						Non-Factive	235[30%]
				Counters	16[2%]		

The *Discourse acts* RVs with a frequency of 438 times of appearance in the corpus are interesting to note. As shown in Table 8, RVs from all the three sub categories are used but with a difference in number. *Assurance verbs* though used with highest frequency with a percentage of 48%, appear in *non-factive* forms (30%) for most of the cases which does not reflect writer's evaluation but only inform about the position of the cited authors. 'Examine' (52), 'conclude' (38), and 'investigate' (23) are the first three most frequent RVs in this category. The instances where the writers show their stance is the use of *Factive verbs* (18%) which are supporting the writer's argument. 'Argue' (80), 'explain' (15) and 'note' (12) are the most frequent Factive verbs. The two instances of the *Doubt verbs* 'suggest' and 'propose' belong to *tentative verbs* category which show uncertainty. The *Counter* RVs used to impose the reservations on the cited authors appeared 16 times in the corpus. These RVs are used by the writers to avoid taking responsibility for the ideas that are challenging and open to criticism.

The *Research Acts* associated with statements of findings and research procedures are the second highest occurring RVs with a percentage of 40. RA Verbs appeared for 313 times in the corpus where the verbs from *finding* category outnumbered the verbs from *procedure* category

(9%) with a percentage of 31 %.The evaluative function of these RAs was carried by the finding category verbs but it was interesting to note that the writers did never point out the drawbacks or incorrect nature of any past study .The absence of *counter –Factive* verbs indicate this lack of critical and argumentative stance. However, the use of *Factive* verbs (6%) to acknowledge the contribution of others can be noted. The RV 'show' (30) was noted to be the most frequent verb in this category followed by 'reveal' (8) and 'augment' (2). But in most of the cases, the writers appeared to remain neutral as 199 instances of *non factive* verbs were noted. Verbs like 'find' (131), 'observe' (45) and 'explore' (10) were used to report on the work of others without giving any judgment. This neutrality was further maintained through a use of *Procedure* verbs under RAs category which appeared for 67 times in the corpus to simply report the research procedure adopted by the cited authors. RVs like 'use' (32), 'analyze' (24) and 'write' (3) were used to comment on the procedure adopted by the cited authors. Thus, we can say that the academic writers appear to make a neutral use of RAs in their LR sections except some examples of the *Factive* verbs where the writers showed a positive attitude of acceptance towards the cited authors.

RVs belonging to *Cognition Acts* are associated with portraying the writer's attitude towards the cited information. The researchers have found the lowest percentage for this category of verbs in corpus that is only 4%. The verbs that the writers used from CA category were few in number, yet these showed their approval (0.12%), doubt (3%) or their state of being neutral(0.51%) towards the cited information. However, not a single instance was noted for the *critical* CAs .So the writers either remained neutral or positive (though only in few cases), yet they are not noted to disagree with the previous works. The study lays emphasis on the writers from this non -native variety to develop an attitude of thinking critically about the findings of others and bring a critical view in their LR sections.

5. Conclusion

The study has identified five lexicogrammatical forms of the verbal forms for known integral citations as used by Pakistani English writers: first with different forms of the verb, second with 'that structure', third with an adverbial, fourth with 'As structure' and fifth with an 'it structure'. The results indicate that PakE writers make a use of all the three evaluative categories of RAs, CAs and DAs but with a difference of frequency. DAs (56%) are noted to be the most frequently used RVs in known integral citations followed by RAs (40%) and CAs (4%). The study has revealed that PakE writers use RVs to present the cited information objectively .The evaluative position that they exhibit through these verbs is either only to agree with the reported information or to show a tentative uncertainty; or adopt a neutral position towards the cited claims. The cited authors' tentative views and the writers' tentative uncertainty were revealed through a use of Cognition tentative (3%) acts and Discourse tentative acts (6%) respectively. The 25% and 30% use of non factive verbs in Research Finding acts and Discourse Assurance acts respectively is an indication of the writers' neutral stance. This shows that PakE writers use non-factive verbs to report on the findings of previous studies neutrally. A complete absence of counter-factive (in Research finding verbs) and Critical Verbs (in Cognition acts and Discourse acts) indicated the writers' unwillingness or incapability to oppose or object the previous researchers' findings. The writers were noted to attribute the reservations to the cited authors through a use of counter verbs (in Discourse Verbs) though appeared in low frequency

with a percentage of 2 % only. The study concludes with a note that the evaluative functions of citation practices should be taught to the students and researchers through using RVs as a compulsory component in courses like ESP, Research Methodology and Academic Writing.

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